WRITING YOUR COMMAND COLLEGE ARTICLE

BY
BOB HARRISON

Writing Your Command College Article V1.0

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Preface

The final step in your journey through the Command College is to author a scholarly article from the completed futures research of your chosen topic, then submit that article to a magazine or periodical in general circulation. If you are not a seasoned writer, this can seem to be a daunting task. Rather than tossing you into the canal and asking you to swim, however, this guidebook was created to walk you through the process. Even if you are an accomplished writer, the review should be beneficial as you work to publish your work.
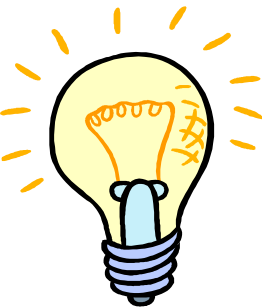
This guidebook is written to logically present the skills in a sequence that will help you work from one step to another with a minimum of redundant work, and in a fashion that allows you to construct the components of your article, then link them together to form your finished work. The guidebook may be read in no particular order, and should be a source of reference as you construct each section of your article. Beyond this guidebook, there is a multitude of resource and reference information on the Internet. Many of the more prominent sources will be discussed herein; there are as many others out there that would be equally as helpful.
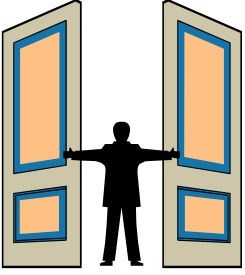
Bob Harrison
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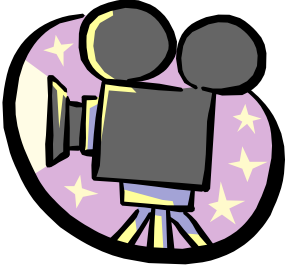
THE ARTICLE WRITING PROCESS
STEP-BY-STEP

THE STEPS	WHAT YOU'LL DO
The Prewrite	You use prewriting to: • Think more clearly • See a start to your article • Keep track of your ideas • Practice expressing yourself in writing One of the best places to start is to write uncritically about the themes of your article. Some of the best ways to do this are to start jotting a list, doing a "freewrite" where you just write out words that come to mind, and brainstorming, which is often best done as a small group activity to put words up, then associate other words or concepts with them. Next, start organizing your thoughts into a preliminary order. Many writers use one of three methods; outlining topics, which helps to start "chunking" out the work, clustering thoughts, phrases or words, and diagramming, which is similar to clustering but adds the organization of outlining.
The Title	Ten styles of titles (Using the topic of "The Future of Patrol Cars" as an example): • Descriptive: "The Patrol Car of the Future" • Rhyming: "Cars for the Stars to patrol our Bars" • Alliteration: "The perfect patrol platform – the future of mobile patrol" • Challenge: "Do you know where your next patrol vehicle will come from?" • Statement: "Mobile patrol - Where we're going from here" • Shocker: "Your next patrol vehicle may not have wheels!" • Drama: "Trapped in the past - no patrol in my future?" • Statistic: "Experts agree – 38% of cops prefer Fords" • Emotional appeal: "How do they expect us to do our job without the right car?" • Witty: "Black and White Fever - a cure in sight?"

The Subtitle	Consider a subtitle to: • Highlight an interesting quote • Juxtapose conflict (e.g., with a title of "The Future of Patrol Cars" you might consider a subtitle from one of provocative title styles; if a provocative title, consider a descriptive subtitle) • Ask a compelling question
The Lead	Use one of eight styles of leads: • The factual summary lead (Who, what, where, when, why & how) • Descriptive leads (The great fish moved silently…) • The shocker – grab, frighten or compel further reading • The quick fragment – staccato leads (It was the best of times…) • Parodies on familiar topics or subjects • Direct quotes – "Read my lips. No new taxes." • Pose a question – "Is random patrol outdated?" Contrast leads – "Despite our leadership in education, today's youth know less than ever before."
The Opening Paragraph	Continuation of the lead sentence. Most readers stop here unless you have induced them to read further. Make it fun, interesting, provocative or compelling through your prose. If your reader lacks the background to understand the paper, try one of these strategies: • Define terms • Present a brief history • Explain the different sides to a controversy • Set the scene in detail If they know something of your subject, stimulate by: • Raise a provocative question • Tell an anecdote that relates to the topic • Ask your reader to imagine • Refute a commonly-held idea or concept • Relate seemingly unrelated facts & bring them together for the reader Remember, you can mix strategies together…

The Meat of the Matter – The Body	This is a logical and ordered presentation of your topic; where you move from the macro to the micro level, organize the reader's understanding of the subject and present your argument, perspectives or other related information Remember: • Use your outline to build 3-4 major "chunks" of work; these will become your chapters • Transition from one paragraph to the next and from one sub-heading to the next • Sub-head titles help to emphasize topic points and enhance flow • Think about having an objective for each chapter or sub-head; gather information, outline and follow a logical pace • Be concise yet informative. Use appropriate grammar Use proper citations when you refer to the work of others, including those you uncovered in your literature review
Your Conclusion	Use one of seven types: • Full circle endings that tie into the lead • Summary endings; pull out the most relevant points and restate them • Quotation endings, whether from the article research or an expert source that adds a perspective and challenges the reader to think further • Finish your story; don't leave the reader hanging – not the full-circle ending; offers hope or new insight at the end • Direct endings – reiterate and reinforce the point of the article; consider it as a short editorial on the body and its meaning • Give advice – allows you to give advice or insight; similar to the direct ending The shocker – ends the story in a manner not anticipated by the reader; disquiets the reader, alerts the reader to dangers ahead

Editing & Proofreading	Follow Turabian, APA or MLA[1] style guides; be certain to cite references appropriately and credit the work of others.
Visual Support – Speak to Them in Pictures	Visual images can tell the reader volumes you would never have room to present in text • Think of charts, graphs, pictures or other visual representations that would support your text and enrich the reading experience • Use visual language to integrate words, images and shapes into a coherent whole • Most periodicals will want visuals; even scholarly publications desire charts, graphs or displays that reinforce the learning experience. Experiment with clip art, images in your topic area and other mediums to convey your message

These notes are adapted from:

A Writer's Guide to Getting Published in Magazines by JJ DeSpain, Alethieia Publications, Putnam Valley NY 2000

The Complete Idiots Guide to Publishing Magazine Articles by Sheree Bykofsky, Jennifer Basye Sander & Lynne Rominger, Alpha Books, Penguin Group USA 2000

The University of Wisconsin On-Line Writing Center http://www.wisc.edu/writing

The Kansas University On-Line Writing Center, www.writing.ku.edu

The Bowling Green University On-Line Writing Lab, www.bgsu.edu/departments/writing-lab/

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[1] The specifics of each style guide are discussed in a following section

CREATIVE WRITING, AUTHORING ARTICLES AND & SUBMITTING THEM FOR PUBLICATION TO PROFESSIONAL PERIODICALS

Or

HOW TO HAVE FUN WITH YOUR NGT WITHOUT REALLY TRYING

By Bob Harrison

So, you're still not sure why you signed up for Command College a couple years ago? Even with all the great food and good company in beautiful downtown Oxnard, you're still not sure if the struggle is worth it? Rest assured, things are looking up…

When Command College was first presented, POST envisioned a learning experience that not only prepared each of you to lead policing into the future, but also as an educational experience that would enrich the profession. The concept of the Independent Study Project (ISP) was to craft it as original research that would be suitable for publication in research journals, academic texts and in professional periodicals throughout the nation. The cost was worth it, they thought, if what you learned was shared with all. The problem was that, unless you were a college professor or PhD who enjoyed reading arcane data non-stop for days on end, the ISP's weren't especially suited for consumption by the masses. In a word, they were boring. Granted, they were chock full of great information, but they were, nonetheless, boring.

How We Got Here
In the early 1990s, POST set about to fix the ISP boredom issue as a way to make the work of Command College students more exciting. Since 1991, students have been required to complete the ISP or one of its successor efforts (currently known as NRAISP- Not Really An Independent Study Project, or NAP- not a project- for short) and also to author a 12-15 page article covering the findings of this research. Write it and they will come…won't they? Unfortunately, the answer was…no.

When the article concept was first floated to classes (who met the idea with several rounds of cheers), a number of those hardy souls actually submitted their articles to one or more of the various police publications. Four graduates saw their names in lights (or at least in print), still a paltry 7.5 percent of the total number who hung the POST Command College plaque on their wall. From that time, the number of published projects continued to dwindle to the point where only one of the last forty graduates has had their article printed in general circulation. This is in spite of the fact that classes for the past several years have had mentors assigned to students for the purpose of sheparding them through the project and article process. Well, even the most stubborn amongst us can see the current state of affairs can't last.

<u>Where We're Going</u>
POST still envisions Command College as a vital link in the development of our leaders, and that their knowledge should be shared with others to enrich the profession. The best way to fulfill that goal is for each student to continue to undertake significant original futures

research on a topic of their choosing, then to craft an article suitable for submission for publication to a professional periodical. The problem to date has been the curriculum of the course has never included training on how to do just that, and that no structure is in place to support the effort. That has changed.

Command College Class 36 piloted the effort to significantly enhance the quality of the article, and for requiring each student to submit their article to one or more government or public safety periodical for publication. Oh, $#@*#, you're thinking, I'm not a novelist. I can write a police report, I can even construct a futures scenario for my project, but how in the world am I going to get this thing done? Worry not, my eager researcher. Help is on the way.

How We'll Get There
Starting in January 2005, Command College classes will include instruction on how best to satisfy the requirement to write and submit an article based on your research. The block of training will include creative writing techniques, the construction of quality articles and how to submit them to editors and publishers. It will also be a starting point for your work to develop a working title, options for outlining your content and the creation of winning leads and closings.

During the time you are putting the finishing touches on your research, you will work with an instructor in groups and one-on-one electronically to submit articles, perform peer review and receive coaching and mentoring sufficient to get you across the finish line. The goal for Command College classes is to have 100 percent of all students submit an article, and to see 25 percent of those submitted be approved for publication. We'll work on specific ways to get you across the finish line with an article prepared and appropriately prewritten, constructed according to best-practice guidelines and laced together in a manner that will be accepted by the editor whose job it is to put the most interesting things into his or her magazine.

Some Nuts and Bolts
Prior to entering your class on developing quality research articles, there are a few things that are important for you to know (beyond where the instructor wants to go for lunch…). As you have time, please venture onto the Internet to see what resources there may be for you in your quest to write that article. As you wander through the electronic forest, think about:

Prewriting – You'll be asked to choose from one of three dominant ways to organize your thoughts prior to writing the text of the article. They are the outline, bubble clusters and spider diagrams. You have already done the research, so consider ways to group data, compile expert interview statements and form ways to discuss your conclusions and recommendations.

Transitions – This is something you may be doing without much thought, but in an article, it is important to transition from one paragraph to the next, and from one section to that which follows it. The next time you read an interesting article, note the flow. That sense of seamless movement is created by effective transitions. There are tools and tips to help you develop

yours, so don't worry if this seems intimidating (or you can just circle the transitions you see in this article as a starting point).

Article format – Articles generally follow an accepted format. This will help you "chunk out" the sections of your prose, and also help fit it into the length and pace of articles generally seen in professional journals. Think about your working title, your lead or introduction, the 3-4 (usually four) subsections of the body of your work and your conclusion. We will get into much greater depth in this area during class.

Style and Submission Guidelines – there are on-line tutorials and resources for the major style and editing guides in publishing. The American Psychological Association (APA) style is used in most, if not all, academic and research publications. The Chicago Manual of Style is used for most books in publication, and Kate Turabian's Style Guide is an offshoot of the Chicago style used for the writing of theses, dissertations and other scholarly writing. Most periodicals readily accept either style; however, most popular articles tend to use Turabian as their guide.

Conclusion

For those who work as instructors, you are already aware that the best way to learn a subject is to teach it to others. In much the same way, the best way to learn your topic is to write about it persuasively so others begin to know what you know. Submitting an article to a magazine can be a daunting task, one that exposes the budding author to critical review and the possibility of rejection. This article should have already served to allay some of these fears by providing a glimpse of the tools and techniques successful writers use to move their ideas from thought to publication. If you have published before, you know the intrinsic reward of seeing your name on a byline, and knowing that others will be impacted by your considered words. For those of you who have not yet enjoyed this experience, you'll soon see it is an effort worth the expense. Let the writing begin…

Author: Bob Harrison, bobharrison@cox.net
Working Title: How To Enjoy Your NGT Without Really Trying
Length: 1,376 words
Photos: None
Attachments: None

Article Analysis

Title Style: _____

Possible Alternatives:
1. _____
2. _____
3. _____

Style of the Lead: _____

Opening Paragraph

   What did it do?
1. _____
2. _____

Ways it stimulated further reading:
1. _____
2. _____
3. _____

Body of the article

   Transition from Introduction to 1st sub-heading:
   _____
   Other transitions:
   1 to 2: _____
   2 to 3: _____
   3 to 4: _____

Type of Conclusion: _____

Strong Points of the Article: _____
_____

Areas of Possible Improvement: _____
_____

Pre-Writing Strategies

Pre-writing is a way of organizing your thoughts and beginning to put the information you have on paper. It is best to do a pre-writing activity before you actually begin writing your paper or essay.

You should use prewriting to . . .	think more clearly
	See a start of your paper
	keep track of your ideas
	practice expressing yourself in writing

Quite often, writers will start with a basic form of prewriting once the topic focus begins to emerge. The advantage of starting with a jot list, brainstorming or freewriting as a first step is that each of these strategies may be done in a non-judgmental manner. The act of listing various thoughts in no particular order can often generate new ideas, connect words or phrases and begin the process of sorting and grouping concepts in a logical and interesting order.

BASIC PREWRITING STRATEGIES

Develop Questions
What do I know? What do I need to find out? What is the point of the paper?

Jot List	Brainstorm	Freewrite
FOOD DELICIOUS HEALTHY HAMBURGERS DIET CALORIES FAT PIZZA NOODLES COOKING	FOOD SALT DELICIOUS CALORIES HAMBURGERS DIET CHEESE COOKING	What I really mean is . . .

Visualize / Organize Major Categories		
Outline	**Mapping**	**Tree Diagram**

FOOD
 	
I. INTRODUCTION: FOOD
  A. BACKGROUND
  B. THESIS
II. BODY
  A. USES FOR FOOD
  B. DANGERS OF FOOD
  C. ORGANIC FOOD
III. CONCLUSION		
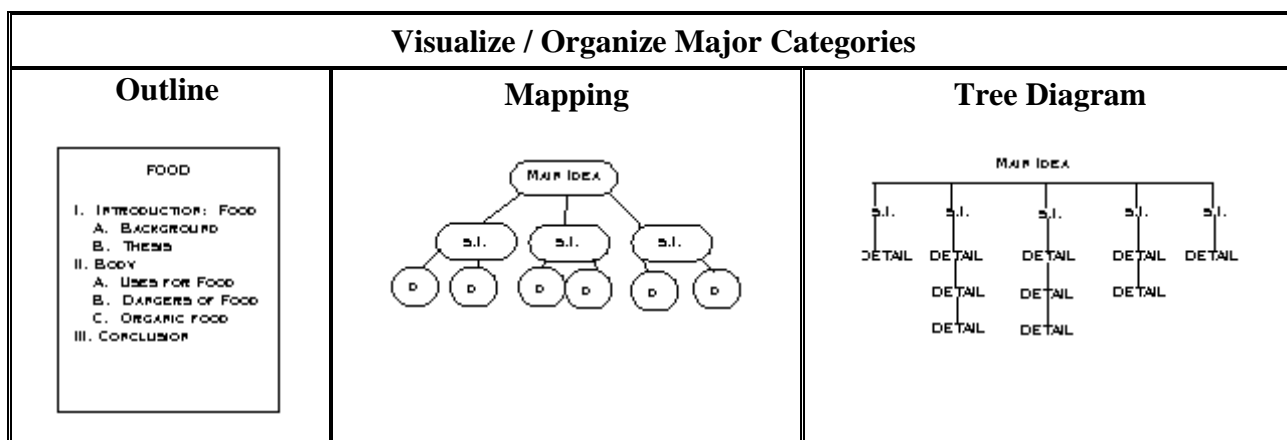
Once beyond this stage, the writer will begin the serious process of electing a course of storytelling by identifying segments of the future article through outlining, mapping or tree diagrams. This is an essential step in the process of creating the finished article, and a great way to "see" the flow of the words before pen goes to paper to write the actual text. Some writers prefer to use one of the mapping (bubble clusters or hierarchical bubbles) or diagramming (tree or spider), then move to outlining to the third or fourth level of detail.

(adapted from the University of Wisconsin Writing Center – www.wisc.edu/writing)

STEPS IN PREWRITING

Brainstorming

Brainstorming and listing are quite similar as processes that generate a lot of information in a short time by building on the association of previous terms. The process is completed by:

1. Jot down all the possible terms that emerge from the general topic of your paper. This procedure works especially well if you work in a team. All team members can generate ideas, with one member acting as a scribe. Don't worry about editing or throwing out what might not be a good idea.
2. Group the items you have listed according to arrangements that make sense to you.
3. Give each group a label. Now you have a topic with possible points of development
4. Write a sentence about the label you have given to the group of ideas. Now you have a potential topic sentence or thesis statement.

Clustering

Clustering is also called mind mapping or idea mapping. It allows you to explore the relationship between ideas. A bubble cluster circles ideas, while a spider or tree diagram underlines central ideas. The process is:

1. Put the subject in the center of the page. Circle or underline it.

2. As you think of other ideas, link the new ideas to the central circle with lines.
3. As you think of ideas that relate to the new ideas, add to those in the same way.
4. The result will look like a web on the page. Locate clusters of interest and use the terms you attached to the key ideas as departure points for your paper.

Freewriting

Freewriting is a process of generating a lot of ideas by writing non-stop. It allows you to focus on a specific topic, but forces you to write so quickly you are unable to edit any of your ideas.

1. Freewrite on your general topic for 5-10 minutes non-stop. Force yourself to continue writing even if nothing specific comes to mind. This freewriting will include many ideas; at this point, generating ideas is what is important, not grammar or spelling.
2. After you've finished freewriting, look back over what you have written and highlight the most prominent and interesting ideas; then you can begin again with a tighter focus.
3. Looping is a freewriting technique that allows you to increasingly focus your ideas to discover a topic or sub-topic. Loop one freewriting effort after another so you have a sequence of freewrites; write quickly and do not edit.

As you complete the organizing process, be mindful of the 5W's and 1H of questions you want to ask of your topic, and for which your future readers will be seeking answers. The process of answering the Who, What, Where, When, Why and How may be a part of your outlining or a parallel process of creating topic areas for continued work. You will want to ask:

Journalist's (and cop's) Questions

Who? are the participants, the primary topics, the secondary topics?

What? is the significance of the topic, the basic problem, the issues?

Where? does it take place, is the source, the meeting of cause and effect?

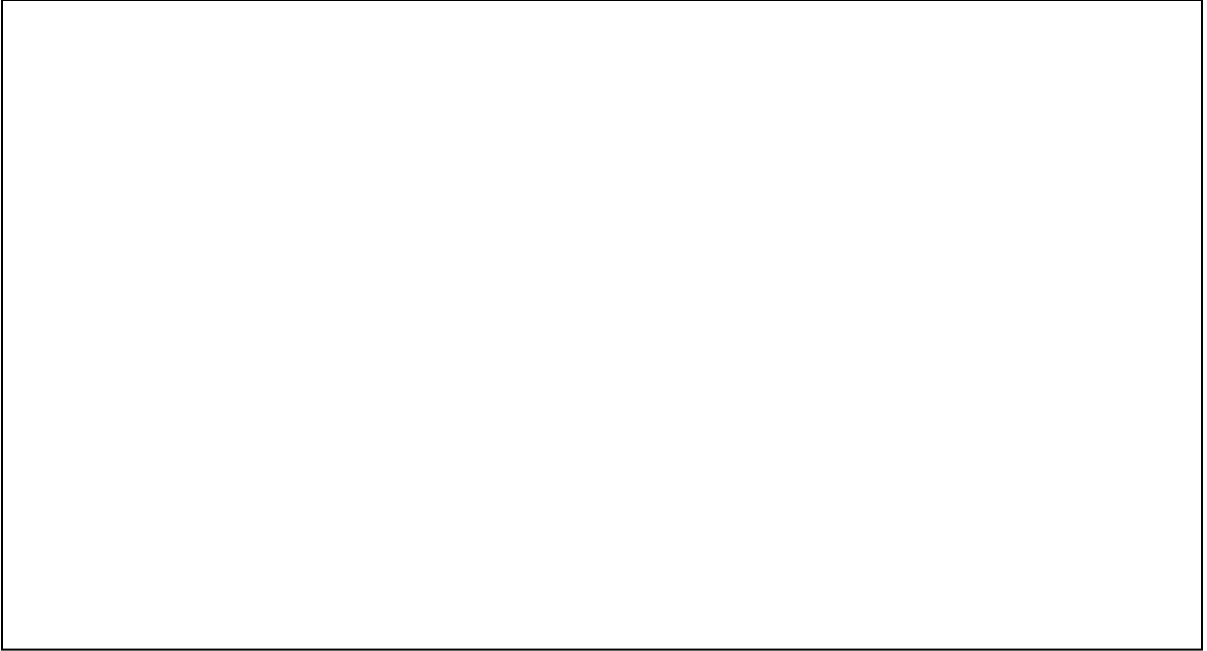**When?** is the issue most apparent, historical forces, etc.?

Why? is it a problem or issue, why did it develop as it did?

How? can it be addressed or resolved?
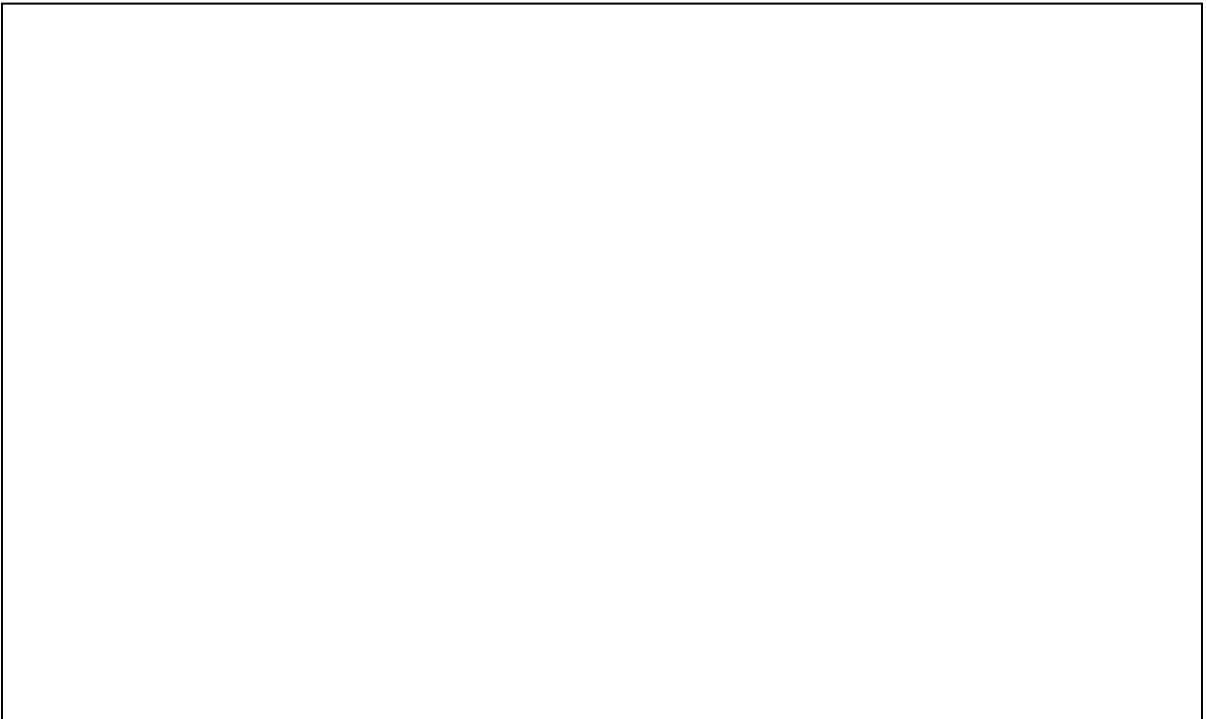
(adapted from the Kansas University Writing Center, www.writing.ku.edu)

Freewriting/ Prewriting Exercise Page

Jot List / Brainstorm / Freewrite

Organize / Visualize / Outline

The Title

OK, you now have a general idea of your article's topic, and a prewrite to help you structure the body of your text. The next step in the process is to think about a working title (you can always change it as the writing progresses; a working title helps fuel the creative juices, but don't fret too much- when you submit your work, it is about 50-50 whether the editor will keep your title or insert one of their own).

Titles should convey a little of the spirit and tone of the article to follow, and should not distract the reader from the opening paragraph or lead that follows. They should be catchy, simple and on point, and should "grab" the reader who may be casually scanning a magazine cover or table of contents. Titles generally are grouped in one of ten ways:

Descriptive: the title merely describes what will follow. An article about the future of patrol cars might be titled "The Future of Patrol Cars" which tells the reader what to expect, but doesn't excite them all that much. Using the patrol car theme, the alternatives are:

Rhyming	"Cars for the Stars to patrol our Bars"
Alliterative	"The perfect patrol platform – the future of mobile patrol"
Challenging the Reader	"Do you know where your next patrol vehicle will come from?"
The Statement of Fact	"Mobile patrol -- Where we're going from here"
Shock the Audience	"Your next patrol vehicle may not have wheels!"
The Dramatic	"Trapped in the past -- no patrolling in my future?"
Statistics and Figures	"Experts agree -- 38 percent of cops would rather drive Fords"
The Emotional Appeal	"How do they expect us to do our job without the right car?"
Witty, Clever or Tongue-in-cheek	"Black and White Fever -- is there a cure in sight?"

(adapted from *A Writer's Guide to Getting Published in Magazines*, JJ DeSpain, Aletheia Pub, 2000)

Working Title Workpage

Your general topic (as derived from your prewriting):   _____

_____

_____

Develop at least three working titles from the ten styles presented on the preceding page:

1.   _____

2.   _____

3.   _____

Discuss with your group; brainstorm other possibilities:

1.   _____

2.   _____

3.   _____

Don't get too hung up on the title; it is an important step in presenting your article to others, but not integral to writing the body of the article itself. Many authors realize after a few submissions that editors often change the title at publication. This isn't because they are smarter or more creative than you; many times, they change it to fit the flow of the issue, to link the content to other articles in this genre or for personal purposes and reasons. For our work, though, you should elect one working title, then move on to the lead paragraph of your narrative.

Selected Working Title:

        _____

Subtitle? If you dare…

        _____

The Lead and Introduction

Although every word in your article should have importance, meaning and an impact on readers, no words are more important than those that introduce you to the reader. You want to hook them, grab them and give them a reason to continue reading all the great things that follow. Without energizing their motivation to take moments of their life with you, they may just as likely toss the article aside, continue flipping pages and never know what you're trying to tell them. Think…

"It was the best of times. It was the worst of times."
A Tale of Two Cities by Charles Dickens

"Dr. Weiss, at forty, knew that her life
 had been ruined by literature."
The Debut, by Anita Brookner

"The great fish moved silently through the night water,
 propelled by short sweeps of its crescent tail."
Jaws by Peter Benchley

You may not know what follows, nor might you be able to determine the plot, but these (and many other great leads) hook you and induce you to read further. In literature, whether books or articles, there are eight general types of leads:

The Factual Summary	This is most often found in newspaper and news magazine articles; you give the reader the who, what, where, when, why and how of the body to follow. For your purposes, you have a story that transcends the 4W's & H, so you would think about using it to keep the reader going to find out what circumstances would produce the facts you give them at the outset.
The Descriptive Lead	The lead of *Jaws* sends chills through the reader without bloodshed or graphic violence. The words cause the reader to visualize the shark, menacing and bold, cold and merciless, even without talking about his razor-sharp teeth or the way he rips the flesh from his victims. The descriptive lead helps the reader construct a mental picture of the setting, using any or all of the five senses in your writing (…"smell the bread; with memories of the fire burning as Mom walked in with her tray of home-baked treats, I could almost hear the crackling of the wood as she handed me a warm, soft chunk of the homemade prize…").
The Shocker	You may wish to amaze, astonish or shock your reader as a means of grabbing their interest. Diet ads and news headlines are perhaps the most prevalent uses of the shocker, e.g., "Lose ten

pounds this week!" or "New threat to your health in food you eat everyday. News at Eleven!" This lead compels the reader to go on at the risk of not knowing, not being able to act, or to alleviate their sense of dread or curiosity, which can only be done by reading your text.

Staccato Openings Dickens' book is the classic staccato; "It was the best of times. It was the worst of times." You may wish to play off of famous sharp openers in your work (The best has passed; the worst of times is upon us").

Parodies A parody lead plays on the reader's familiarity with any cultural item (song lyrics, books, poems, etc.) to create an imaginative lead. Recent troubles in the National Basketball Association with record profits and brawls in the stands have generated several articles that parody A Tale of Two Cities, e.g., "The Best and Worst of Times for the NBA" and "It was the best of times until the worst of fights between fans and players."

Direct Quotes Especially in cases where you have a compelling quote from an expert or public figure, using their words to lead your article allows the reader to "get on the inside" of intimate details. "How vain it is to sit down to write when you have not stood up to live" said Thoreau (think about how that sentence made you feel; if your article is on the topic of armchair research without real-world application, this might make a great lead).

The Question This may be either a direct question to the reader (e.g., "Tired of reading useless papers?") or a question posed to the topic to follow (such as "Where will the insanity of terrorism training take us?) as a means of piquing their interest and compelling them to read on.

The Contrast Lead This contrasts extremes, posing opposite thoughts or concepts in the same sentence ("Despite the popular image of youth perpetrated by movies and television shows such as "The OC," adolescent obesity is emerging as our number one health problem in America").

Although the lead is a relatively small part of the overall article, it may be the most important sentence you will write. Your words fall short if not read; the lead hooks the reader and allows your thoughts to enter their consciousness. Give it your best effort, and the rest of the article may just flow from there.

Lead and Introduction work page

Try at least three different types of working leads for your story

Lead type _____ Lead _____
_____

Lead type _____ Lead _____
_____

Lead type _____ Lead _____
_____

Lead type _____ Lead _____
_____

OK, use your lead and write a rough draft of your opening paragraph. Feel free to look back at your freewrite, outline or other source to start the flow of work. Think about how you want to draw the reader in and get them to keep reading…

_____
_____
_____
_____
_____
_____
_____
_____
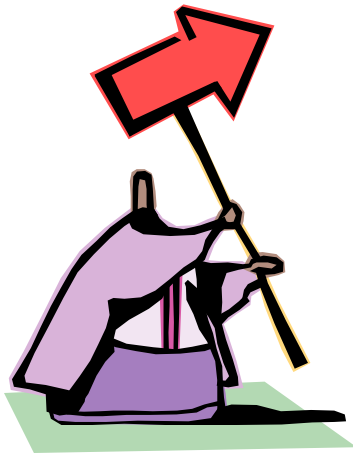
Word count? _____

Keep at it; think about your first turn in the road – the transition into the body of your article…

Style Guide & Citing Reference Sources

OK, let's take a few moments to talk about style (not yours; I'll take for granted you have style…). Your article will be written according to the style guideline you choose, or which is chosen for you by the editor of the publication to which you will submit your draft. Each major style has its advantages and disadvantages; as you will see, there are specific preferences by certain industries. Remember, the words are what are important. Focus on crisp, concise and interesting prose, then worry about the nuances of style and citing reference sources.

Take a look at the brief description of each style. You may recognize one or more from previous work in school or other articles you have written. If you wish, scan a magazine you are considering to get a feel for the style of writing (content and grammar) as well as the style guide they are following. Don't get too hung up on liking one versus another. If you are having difficulty choosing, try one on for size, then change if you find it clunky or difficult when dealing with your subject matter. The choices you have are:

Turabian   Kate Turabian developed the Turabian guide as a job aid for students writing theses and dissertations. She derived her guide from the larger (and much more precise) Chicago Manual of Style, which is used primarily for writers of books. The Turabian style is less academic and a bit more conversational, which lends itself well to popular articles and for writing to a broader audience. You can readily see Turabian style in use for any piece where you see footnotes or endnotes. The flow is not interrupted as much, and information is available for those who want to see the referred source and other relevant information.

If you are planning to submit to an academic publication, or a journal that is research-oriented, you may not want to use this style. On the other hand, if you are writing for one of the many popular professional magazines or other periodicals with a wide readership, this style may be for you.

APA   The American Psychological Association (APA) style guide is used as the primary style and cite reference guide for scholarly papers, articles in university publications, research papers and other peer-reviewed publications. You can quickly discern the use

of APA if the cite reference is parenthetically in the body of the narrative, e.g., "According to Harrison (1993)…" or, "Studies show Command College students experience significant duress when considering writing a 3,000 word article (Harrison, 1993)."

If you are writing an article that will rely heavily on your objective data, results of the NGT, etc., or are submitting it to a periodical published by a university (such as those from the various criminal justice programs) or government institution, this may be your preferred style.

MLA The Modern Language Association style is a blend of Chicago/Turabian and APA. It emphasizes parenthetical annotation in the body of your narrative, but allows for and encourages footnoting when desired and appropriate. The MLA style is used primarily in academic settings, and is an acceptable alternate to APA for theses and dissertations.

CBE The CBE style guide is used in the scientific community for published research. It would be a rare Command College article that would be eligible for publication in a hard science journal; however, you should be aware of the style in case you see it as an alternative reference for style.

There are a number of excellent web sites (many of which have been previously cited in this guide) that will provide assistance with the specifics of grammar, punctuation, style and citing references (in text and in your bibliography/works cited page); therefore, we will not spend time here showing examples. You will be provided with two texts to assist you with this endeavor;
- A *Turabian* Style Guide, and
- A copy of Strunk & White's *Elements of Style*.

Turabian is a good fall-back for you to become more familiar with style, punctuation and grammar, and would be appropriate for an article submitted to many of the more popular public safety periodicals. The *Elements of Style* is a short and readable style guide that will help polish your prose and create a narrative that is both interesting and concise.

All right, now. Back to business…

The Body of the Article

Generally, feature articles range from 1,500 to 2,000 words in length. The opening and closing of the article should consume about 5-10 percent of that total, leaving 80-90 percent for the body of your text. The "classic" article will use subheadings to divide the article into sections. This helps focus the reader's attention and allows you to change directions easily amongst the major areas of your research. The average number of subheadings is four for an article of the length we are constructing. Using that formula, your general word count would be:

Opening:	200 words
Subheading One:	400 words
Subheading Two:	400 words
Subheading Three:	400 words
Subheading Four:	400 words
Closing:	200 words
Total:	2,000 words

Certainly, this is a general guide only, and you can vary the lengths of particular sections to best fit the theme and pace of your article. However you construct your article, though, ensure you include a variety of information sources within each subheading (like an expert quote, information attributed to an expert or published source, an anecdote or a combination of these sources).[2] For the purposes of Command College, your article should be between 2,500-3,000 words, formatted in either Turabian, APA or MLA styles.

Constructing the body text

Remember, the quality of your writing will be the result of appropriate attention having been given to the prewrite process and the momentum you have created with the completion of your lead and opening paragraph.

- Think about your subject; consider reviewing your futures research, pulling out themes, key words and topics to include in your article draft.

- Freewrite or cluster those themes and topics into and expanded prewrite; outline your results if you want to enhance the linkage amongst the parts.

- Your topic and research may generate ideas about a working title- the nature of the title may encourage you to write the article in a more scholarly tone, one that irritates or challenges the reader, or even one that is more humorous in nature.

- Think about "chunking out" the subheadings and the pace of your article

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[2] Adapted from JJ DeSpain, "A Writer's Guide to Getting Published," Aletheia Publications, 2000

- Your pre-write probably also gave you at least a head start on chunking out the chapters (sub-headings) of your text. Please refer back to the article included with this guide. Notice the four sub-heads, and how they help transition the reader's move from one section to the next. You may merely start a new paragraph when transitioning to the next thought; however, a good sub-head title will help the reader change gears with you.

For your work as a Command College participant, the body may emerge from the work you have already completed. It is not as simple as synopsizing the four sections of your futures research, but the findings may be a great platform from which to start. Absent other considerations, you may consider:

- A themed opening that includes your question regarding the future

- An opening sub-head that sets the stage, discusses the background and history of the issue, and why it is worth writing about

- A transition to a section that discusses constraints and opportunities, what focus groups may think and related concepts

- A section that might look at what would happen if action isn't taken (perhaps looping back to the literature review and adding quotes or objective evidence to support your view)

- A final section discussing how it would be done (strategic and transition planning)

- A conclusion of your choice; think about re-emphasizing the importance of the issue, the dangers of not planning ahead, or the dire circumstances we would face absent some affirmative action by the critical mass.

Some authors write out the subheadings (often from the grouping that emerged during the outlining phase), then seek to link them to following sections; others choose to write from front to back. In either case, the words will need to relate to one another as you move from one paragraph to the next, from one section to the next. That is done through the use of transitions.

Transitions

Transitional words and phrases can create powerful links between ideas in your article and can help the reader understand the logic of your prose. It is sometimes difficult to ensure the reader has a clear meaning of specific words. Since many words have different meanings, nuances and connotations, the best way to ensure clarity in your writing is to effectively transition from one paragraph to the next, and from a subheading to the one that follows.
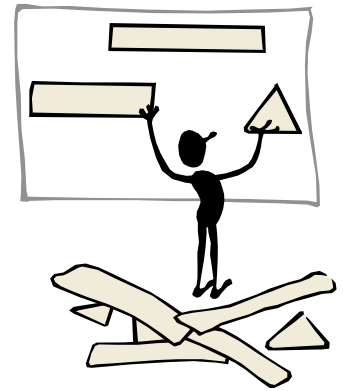
Repetition of key words and phrases links sentences and paragraphs. Further, the structure of sentences can enhance the relationship between and amongst sentences in your article (even the pattern of your writing and specific usage of grammar will help the reader gain insight into your meaning). They bridge the parts of your article, and help the reader interpret what you want them to know.

As you build your article, remain mindful of writing sentences that take the reader from familiar or old knowledge to new things, then link sentences in a coherent fashion into your paragraph. Your paragraphs then link with strong transitional words and phrases.

As you construct your paragraphs, remember that each paragraph should concern itself with a single overarching thought or focus. Don't let your paragraph move from one thought to another (good sign it's time to start a new one) or fuzz out midway through the thought. Think of the paragraph as a series of sentences building on that one topic, and ensure you have the appropriate singularity of thought, good coherence from one sentence to the next, a primary topic sentence (usually near the start of the paragraph, but not always), and that you flesh out the thought fully before moving on. If you have two or three short paragraphs, see if they are actually part of one larger thought heading and join them together

While constructing your sentences, then linking together your paragraphs, common words used as transitions are:

Type of transition	Examples		
Addition	furthermore	moreover	too
	also	in the second place	again
	in addition	even more	next
	further	last, lastly	finally
	besides	and, or, nor	
	first	second, secondly, etc.	

Time			
while	immediately	never	
after	later, earlier	always	
when	soon	whenever	
meanwhile	sometimes	in the meantime	
during	afterwards	now, until now	
next	following	once	
then	at length	simultaneously	
so far	this time	subsequently	

Place		
here	beyond	adjacent to
there	wherever	neighboring on
nearby	opposite to	above, below

Exemplification or Illustration

to illustrate	as an illustration
to demonstrate	e.g., (for example)
specifically	for example
for instance	

Comparison

in the same way	in like manner
by the same token	likewise
similarly	in similar fashion

Contrast		
yet	on the contrary	but
and yet	in contrast	however
nevertheless	notwithstanding	though
nonetheless	on the other hand	otherwise
after all	at the same time	

Clarification

that is to say	to clarify
in other words	to rephrase it
to explain	to put it another way
i.e., (that is)	

Cause	
because	on account of
since	for that reason

Effect

therefore	thus
consequently	hence
accordingly	as a result

Purpose

in order that	to that end, to this end
so that	for this purpose

Qualification

almost	perhaps	never
nearly	maybe	always
probably	although	frequently

Intensification			
	indeed	undoubtedly	doubtedly
	to repeat	in fact	certainly
	by all means	surely	without doubt
	of course	in fact	yes, no

Concession			
	to be sure	granted	of course, it is true

Summary			
	to summarize	in short	in brief
	in sum	in summary	to sum up

Conclusion			
	in conclusion	to conclude	finally

Demonstratives acting as transitions		
	this	these
	those	that

Pronouns serving as links to clearly refer to a specific word or phrase		
	his	her	it
	its	they	their
	theirs	our	your

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Clear, Concise and Direct Sentences

OK, it's time for your English lesson. As compelling as you topic is, you want the reader to gain a clear understanding of it without being distracted by poor grammar, confusing words or sentences that may obfuscate understanding through inflated and conflated prose (translated: sentences that may cloud their understanding).

One of the better sites to enhance your writing skills is from the University of Wisconsin (www.wisc.edu/writing). Their site includes a full writer's handbook, several sections of which are reprinted in this guide with their permission. The style guide is replete with tips and examples to help you:
- Move from passive to active voice
- Trim your prose
- Improve the clarity of your words, and
- Construct sentences that are direct yet interesting to read.

Please refer to this site (and others you may find, such as Kansas University's Writing Center at www.writing.ku.org) and the Online Writing Lab at Purdue University (http://owl.englishpurdue.edu) for a broad spectrum of learning aids to assist in any phase of your article development. The tips listed in this section are by no means comprehensive; however, they will help you avoid the more glaring errors in your draft text and allow you to start burnishing the sentences into your finished product.

Use the Active Voice

At the heart of every good sentence is a strong, precise verb; the converse is true as well – at the core of most confusing, awkward, wordy sentences lies a weak verb. Try to use the active voice whenever possible.

- Active Voice: Subject of the sentence does the action
- Passive Voice: Subject receives the action

Active Voice	Passive Voice
The candidate *believes* that Congress *must* place a ceiling on the budget	*It is believed* by the candidate that a ceiling *must be placed* on the budget by Congress
Researchers earlier *showed* that high stress *can* cause heart attacks	*It was* earlier *demonstrated* that heart attacks *can be caused* by high stress
The dog *bit* the man	The man *was bitten* by the dog

Converting sentences to the active voice

- Look for "by" phrases (e.g., "by the dog" in the last example above). If you find one, the sentence may be in the passive voice. Rewrite the sentence so the subject buried in the "by" clause is closer to the beginning of the sentence.

- If the subject of the sentence is somewhat anonymous, see if you can use a general term such as "researchers" or "the study" or "experts in this field."

When to Use the Passive Voice

There are sometimes good reasons to use the passive voice

Use the passive voice…	**Example**
To emphasize the action rather than the actor	After a long debate, the proposal was endorsed by the long-range planning committee.
To keep the subject and focus consistent throughout a passage	The data processing department recently presented what proved to be a controversial proposal to expand its staff. After a long debate, the proposal was endorsed by…
To be tactful in not naming the actor	The procedures were somehow misinterpreted.
To describe a condition in which the actor is unknown or unimportant	Every year, thousands of people are diagnosed as having cancer.
To create an authoritative tone	Visitors are not allowed after 9:00 p.m.

Put Action Into the Verb

Put all the action of a sentence into the verb. Don't bury the action in a noun or blur it across the entire sentence.

Good: The committee has to approach it differently.

Bad: The establishment of a different approach on the part of the committee has become a necessity.

Beware of nominalizations

Watch out especially for nominalizations (verbs that have been made into nouns by the addition of –tion).

Nominalization	How to fix it
An *evaluation* of the procedures *needs to be done.*	We *need to evaluate* the procedures.
The procedures *need to be evaluated.*	We *need to evaluate* the procedures.
The stability and quality of our financial performance *will be developed* through the profitable *execution* of our existing business, as well as the *acquisition* or development of the new business.	We *will improve* our financial performance by not only *executing* our existing business more profitably but by acquiring or developing new businesses.

Reduce Wordy Phrases

Make sentences concise by eliminating wordy phrases

Wordy sentence	Concise sentence
In a situation in which a class is overenrolled, you may request that the instructor force-add you.	When a class is overenrolled, you may ask the instructor to force-add you.
I will now make a few observations concerning the matter of contingency funds	I will now make a few observations about contingency funds
There is a need for more careful inspection of all welds.	You must inspect all welds more carefully. (or) Inspect all welds more carefully.

Here are some words you can use to trim the fat off of wordy phrases

Prior to In anticipation of Subsequent to Following on At the same time as Simultaneously with	Before, after, as
For the reason that Due to the fact that The reason for Owing to the fact that In light of the fact that Considering the fact that On the grounds that	Because, since, why

Despite the fact that Regardless of the fact that Notwithstanding the fact that	Although, even, though
In the event that If it should transpire/happen that Under circumstances in which	If
On the occasion of In a situation in which Under circumstances in which	When
As regards In reference to With regard to Concerning the matter of Where…is concerned	About
It is crucial that It is necessary that There is a need/necessity for It is important that It is incumbent upon Cannot be avoided	Must, should
Is able to Has the opportunity to Is in a position to Has the capacity for Has the ability to	Can
It is possible that There is a chance that It could happen that The possibility exists for	May, might, can, could

Reduce Wordy Verbs

Try to keep the action of a sentence clear by using concise, direct verbs.

- Instead of "is aware of" or "has knowledge of," use **knows**.
- Instead of "is taking," use **takes**.
- Instead of "are indications of," use **indicates**.
- Instead of "are suggestive of," use **suggest**.

Reduce Unnecessary Prepositional Phrases

Sometimes prepositional phrases aren't really necessary, especially when you use them (instead of apostrophe + s) to denote possession of an object.

Also, try to avoid using too many prepositional phrases in a single sentence, since they can obscure the main subject and action of a sentence.

Unnecessary prepositional phrases	How to fix them
The opinion of the manager	The manager's opinion
The obvious effect of such a range of reference is to assure the audience of the author's range of learning and intellect.	The wide-ranging references in this talk assure the audience that the author is intelligent and well-read.
It is a matter of the gravest possible importance to the health of anyone with a history of a problem with disease of the heart that he or she should avoid the sort of foods with a high percentage of saturated fats.	Anyone with a history of heart disease should avoid saturated fat.

Reduce Expletive Constructions

Expletive constructions are phrases such as:

- It is
- There is
- There are

Try to avoid using them, since these constructions merely obscure the main subject and action of a sentence.

Examples…

Expletive constructions	How to fix them
It was her last argument that finally persuaded me.	Her last argument finally persuaded me.
There are likely to be many researchers raising questions about this methodological approach	Many researchers are likely to raise questions about this methodological approach.
It is inevitable that oil prices will rise.	Oil prices will inevitably rise.

Avoid Using Vague Nouns

Try to avoid using the following all-purpose nouns, which sometimes lead to wordiness, especially when used in prepositional phrases:

- Factor
- Aspect
- Area
- Situation
- Consideration
- Degree
- Case

Examples…

Vague nouns	How to fix them
Consumer demand is rising in the area of service.	Consumers are demanding more service.
Strong reading skills are an important factor in students' success in college.	Students' success in college depends on their reading skills.
Photography took on new aspects during the Civil War.	The Civil War saw the advent of graphic battlefield photography.

Avoid Unnecessarily Inflated Words

While a large vocabulary is useful and often impressive, you should try to avoid using inflated diction if a simpler phrase works equally well.

Examples…

Instead of…	Use…
Cognizant of	Aware of, knows
Facilitate	Help
Impact on	Affect
Implement	Start, create, carry out, begin
Subsequent to	After
Utilize	Use

Avoid Noun Strings

Unless readers are familiar with your terminology or jargon, avoid using phrases with many consecutive nouns (noun strings).

Examples…

Noun strings	How to fix them
MHS has a hospital employee relations improvement program	MHS has a program to improve relations among employees.
NASA continues to work on the International Space Station astronaut living-quarters module development project.	NASA is still developing the module that will provide living quarters for astronauts aboard the International Space Station.

Your Conclusion

Just as the title, opening paragraph and body draw them in and keep them reading, the conclusion is where you use one of seven general styles of endings to leave them either satisfied & feeling rewarded or wanting to know more. An effective ending might offer a surprise; it might be a source for reflection; it might prod the reader to take action. No matter what style in which you elect to end your article, remember that people often remember the first and last things they are told (or read). Use your words precisely and strive to end strong. The seven general types of endings are:

|	
Full circle endings that tie into the lead	The ending answers the questions you posed at the outset and ties up the story in a satisfactory manner
Summary endings	The summary ending is consistent with the philosophy of "tell them what you're going to tell them, tell them, then tell them what you told them." The summary restates the most relevant points of the article
Quotes and Quotations	Sometimes, you have a great quote from your research (or from an expert source) that sums up your point neatly and with the emphasis you want to give the reader. Endings that use impactful quotes are often some of the most memorable
Finish your story	You don't want to leave the reader hanging. This is not a full circle ending; it offers new hope or insight at the end
Direct endings	Reinforce the main point of your article; consider the ending as a short editorial on the body and its meaning
Give advice to the reader	This allows you to give advice, insight or direction to the reader as they conclude your article
The shocker	This is more common in fiction; ends the story in a manner not anticipated by the reader; disquiets them, possibly alerts them to the road ahead (if you have a shocker, you might consider it for your opening; if so, don't shock them again at the end unless you feel strongly it is the best way to convey your message)

Proofreading and Editing

These marks are used by editors and proofreaders to note needed changes or corrections in your draft document. If the editing done during your article development is done on hard copy, you may also see these marks. Just like radio code, there is a significance in each mark. Also like radio code, the fallback for any editor is simple plain language to convey meaning (especially if they do not understand your text or wish to make suggested changes to words or sentences).

Mark	Meaning	Mark	Meaning
⊙	Insert period	rom.	Roman type
∧	Insert comma	caps.	Caps—used in margin
∧	Insert colon	≡	Caps—used in text
∧	Insert semicolon	l.c.	Lowercase—used in margin
?	Insert question mark	ℒ	Delete
V	Insert apostrophe	ℒ	Delete and close up
"V"	Insert quotation marks	wf.	Wrong font
⊥	Insert 1-en dash	◡	Close up
⊥	Insert 1-em dash	⊐	Move right
#	Insert space	⊏	Move left
V	Superscript	⊐⊏	Center horizontally
∧	Subscript	⊔⊓	Center vertically
□	Indent 1 em	··········	Let it stand—used in text
⊏⊐	Indent 2 em	stet.	Let it stand—used in margin
¶	Paragraph	∧	Caret—General indicator used to mark position of error
no ¶	No paragraph		
tr	Transpose[1]—used in margin		
∿	Transpose[2]—used in text		
sp	Spell out		
ital	Italic—used in margin		
——	Italic—used in text		
b.f.	Boldface—used in margin		
∿∿∿	Boldface—used in text		

Visual Support to Your Article

Your article's prospects of being published go up (sometimes dramatically) when you include appropriate photos, charts, graphs or other similar visuals for inclusion with the article text. Pictures truly are worth a thousand words, with the caveat that poor visuals are just as boring or problematic as a thousand words on an irrelevant topic.
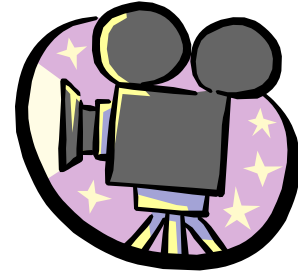
Consider taking photos yourself (or soliciting the help of a friend, co-worker or loved one) to enhance the article's appeal. Your best format would be to capture the image digitally and submit it as is. If you have a photo taken the old fashioned way (with film), that can still be scanned, saved and transmitted. Graphs, charts and other tables should be included in the text of the submission unless you wish to save them in separate files and note your suggestions for placement (editors invariably place them where they best fit with the final format of the article in print).

Absent access to a camera, you may wish to scan the Internet (Google images has countless photo samples[3]) for visuals that would fit well with your article.

Submission Guidelines

Every periodical has its own submission guidelines. Many place a box in each edition advising prospective authors of their guidelines (along with a submission schedule); others rely on you to know the style, length and other requirements when you submit. If you are considering a magazine that does not publish their submission guidelines, you should:

- Locate the editor's name, or general e-mail address to the editorial department
- Send an e-mail asking for the guidelines
- If you cannot locate the e-mail address, contact them telephonically if an Internet search fails to uncover the information

Some magazines and other periodicals require you to submit a "pitch" letter prior to sending the full article draft. If you wish to pursue a periodical that requires this, the letter should convey the topic, why it would be of interest to their readers, and any other information you think would be relevant to their consideration. Remember, just as you are trying to "sell" your intended audience once the article is published, you first need to sell the person who will decide to put it there in the first place. Don't be reluctant to tell them how great the article is, and how much their readers will enjoy it and learn from it.

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[3] Many images on Google are copyrighted; get permission or use your own images

Conclusion

By the time you complete the training block in Command College, you should have a general idea of what it takes to write an interesting and informative article for publication. By the time you sit down to write it, you will have inevitably lost a little of the learning during the lapse in time. This guidebook is intended to provide you with "just in time" help.

If you are an experienced writer, this guidebook can serve as a refresher or validating tool to measure the structure of your prose with that of established best practice. If you are a novice author, the steps herein will take the worry away about "what should I do next…" and refocus it on creating words, sentences and paragraphs that flow well and will be read with interest. Feel free to refer to this guidebook as often or as little as you are comfortable; re-reading a particular section or moving back and forth amongst the topics as the need arises is perfectly OK.

Nothing in this guidebook will replace the need for you to conduct sound research and use your creativity to write an article that will add to the body of knowledge in our profession. At the same time, even the best thoughts go unheeded if not in a form that is either acceptable or accessible to others with common interests. The challenge is yours; the goal, once achieved, will be worth it.

Good luck!

Notes

Grading Rubric for Authoring the Command College Article

Components	Unacceptable	Good	Excellent
Prewriting of the article was completed using one of three learned styles	Little or no prewriting; unrelated to topic or subsequent text	Used at least one method; generally adequate but incomplete or inadequate to write narrative	Used one or more styles; prewrite related to and transferred to the article in a smooth and seamless fashion
A working title was developed using one of ten learned styles	No title or one that is unrelated to the topic	Title using one of ten approved styles; not as compelling as needed, adequate relationship to body of text	Title intrigues and encourages the reader to read further; uses one of ten approved styles; excellent relationship with opening and body of text
A lead paragraph concisely presents the topic in an interesting manner	No or inadequate lead; poor nexus to body of article; uninteresting to the reader	Adequate opening paragraph; relates to the title and body of the article; poses question or posits position adequately	Compelling opening paragraph; grabs reader's interest & encourages further reading; compels further reading
Body of article, including effective transitions, sub-headings and narrative flow	Poor transitions amongst paragraphs; poor or missing sub-headings; flow choppy, illogical or out of sequence	Adequate transition from lead to body text; formed at least three subheadings with good flow from one to another	Clear transitions from lead to body; clear and interesting transitions; used at least four sub-headings with interesting titling and clear separation
The conclusion of the article answers questions posed or posits possible futures	Conclusion unclear, inadequate or missing; no or little effort to conclude thoughts of text	Adequate conclusion; reader can discern the author's intent; adequate emphasis to provoke further thought or reading on the general topic	Strong conclusion; reaffirms body text, poses appropriate questions, compels the reader to think further once finished reading

References were cited according to either APA or Turabian guides	Little or no reference citing in text; poor, missing or inaccurate cite references in endnotes or bibliography	Most references cited appropriate and in the correct format	All references cited correctly and clearly in text, references cited according to guide in endnotes or bibliography

Appendix

Author's Submission Guidelines

This appendix contains excerpts of various policing and public safety journals and magazines as examples of the requirements you will commonly see when you are considering which publication is best suited for your article. Some of the guidelines are fairly brief and direct; others provide extremely specific direction on style, reference citing, etc.

Do not restrict yourself to these magazines; however, they are an excellent starting point for your search to be published.

Contents:

The Futurist

The Journal of California Law Enforcement

FBI Law Enforcement Bulletin

Law and Order Magazine

Police Chief Magazine

Western City

Police Quarterly (PERF)

The Law Enforcement Trainer (ASLET)

Campus Law Enforcement Journal

Homeland Protection Professional

Homeland Defense Journal